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ABSTRACT

This report contains general comments, objectives, budget, activities, 120 titles and descriptions of the adult new readers' collection, and program design of the library literacy program of the North Austin Branch (Chicago, Illinois). The program description explains how three objectives were met: (1) establishing a collection of basic instructional materials, both circulating and noncirculating; (2) hiring a literacy consultant to select new materials and to conduct seminars for literacy providers; and (3) establishing a regular newsletter to report on matters of interest. The adult collection list provides names and descriptions of each book in alphabetical order and also by subject. In addition, a book publisher/distributor list is included. (NLA)

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ED333171

Final Performance Report

for

The Chicago Public Library
NORTH AUSTIN BRANCH
5724 West North Avenue
Chicago, Illinois 60639
Telephone (312) 889-4632

Bruce Fox, Project Director

(R167A80197)

for 1988-89

Library Services and Construction Act, Title VI
Library Literacy Program

(CFDA No. 84.167)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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Part I: General Information

1. North Austin Branch
   The Chicago Public Library
   5724 West North Avenue
   Chicago, IL 60639

2. Bruce Fox
   Tel.: (312) 889-4632

3. Grant No. R167A80197

4. Grant amount $25,000
   Amount expended $25,000

Part II: Narrative

General Remarks

The overall experience of establishing a literacy program became very daunting, to say the least. We've made a great deal of progress in this community, and yet when the problem is looked at as a whole, it seems that much remains to be done. The collection purchased with this money took by far the largest bite out of the grant money. We now have a good collection, housed for the most part in one location. Aside from the expected benefit we find that many of these books are popular with children--from the illustrated classics to the various grammar materials and other references.

Many people in the community, and staff as well have become

sensitized to the issue of literacy. We've had many more requests for tutoring than we can provide for (45 in 1989). We are fortunate, therefore, to have access to resources both inside and outside of the community. We've uncovered situations that are ripe for exploration. For example, I visited along with Gabrielle Strohschen, Loretto Hospital's residential substance abuse program. Participants are largely Black youth, who have dropped out of school. The majority require some form of literacy tutoring. In addition to residents the staff of this program see approximately another 150 youth, out-patients and former resident patients, on a daily basis. At this time we cannot do much more than act as resource people for their staff. We discussed with their staff what it is we do and how we can be of assistance, and hope, of course, that they are able to take some initiative in this direction.

I spent a good deal of time talking with various people with experience in the field (see list of organizations in appendix). I attended award ceremonies and listened to testimonies by the participants. I discussed methods, programs, approaches to the community with various literacy providers. There are a great many people doing a lot of work and dedicating themselves to the cause of eradicating illiteracy, and they are doing it with very little money. One of the things which I discovered

results from talking with these people, that and my experience in trying to initiate a program here, is that a well-run, effective program takes a great deal of time, and requires a lot of work and commitment by educated, experienced people.

Our goal of establishing a community network succeeded in unexpected ways. We began an organization, known as the North Austin Library, Arts, and Literacy Coalition in 1988. Its focus was directed to the task of gaining support for the library and directed toward interacting with other agencies in the Austin community. Among other things the group has gone on to secure funding for branch expansion, including a generous grant from the Illinois State Library in 1990-91. Network was the watchword during 1988. Austin community organizations developed an organization, The Austin Leadership League (ALL), its purpose being for neighborhood organizations to network with one another. Another organization was begun that year with the name of Austin United, with a similar purpose. The Westside Literacy Coalition was also established, its boundries being much greater, yet with a purpose more focused.

The North Austin Branch offers GED classes four days a week at present, where we offered them only two days a week in the past. Class registration is about 25 students at present, with a regular attendance of

about 15. Computer literacy classes are scheduled to begin in January, 1991. We now have a number of new machines to offer students, and a great variety of software, including the software purchased under the provision for materials in this grant.

We continue working with the various community organizations and coalitions in this area (as well as several citywide organizations). School reform has begun in Chicago, and this has also played a significant role in making people aware of the problems faced by the people in this community. More importantly more is being done all the time.

In the near future we hope to expand our literacy services beyond what they are at the moment. The scope will be an intergenerational one and multifacited. We feel that this would be best for the community and fit nicely with our role as a library. The most immediate goal is to have a full-time paid consultant to run this comprehensive program. We along with an above mentioned coalition are working toward this goal. I might add that we are also working along with the other branch library in Austin.

Objectives

1. Establishing a collection of basic instructional materials, both circulating and non-circulating.

This goal was met within the proposed guidelines (see attachments for a list of materials). The materials were ordered with assistance from three primary sources: Gabriela Strohschen, our consultant, John Telli, from CPL's Study Unlimited office, and from catalogs which I solicited from major vendors and organizations.

2. A consultant specializing in literacy will be contracted to provide advice in two areas. She will provide input on the materials to be purchased and will conduct a series of seminars for local providers of literacy instruction.

Gabriela Strohschen, Executive Director for the Spanish Coalition for Jobs, provided input in these areas, and in addition, she met with myself an others as I made an effort to evaluate programs and materials in other projects. She also provided direction and guidance in

expanding our literacy services and is willing to work with us further toward meeting this goal in the future.

3. A regular newsletter will be established for the purpose of informing and reporting on matters of interest.

The newsletter was not published regularly as it was first meant to be, however, numerous flyers and brochures were printed utilizing the resources of the grant, and distributed using a large mail-list developed during the grant. In addition we have lists of software which is available for use by literacy providers, as well as a list of *new reader* materials (we now use a list provided by Chicago Public Library's Study Unlimited office). This has become valuable to the library for other purposes as well. The mail-list worked so well, in fact, that we've had twice as many people come to programs as we anticipated.

Budget

Contractual

Consultant's time was spent as proposed within the budget guidelines. She has made herself available for consultation after the term

of the grant expired.

Library Materials

Materials were purchased as set forth in the proposed budget guidelines, with some exceptions. Additional books and software was purchased with money proposed for the purchase of cassettes and videos.

Other

Money was spent here on paper and a single laser cartridge. Many more pamphlets, flyers, etc. were published than called for within the budget. Additional supplies were provided by The Chicago Public Library, design by CPL graphics.

Activities

Acquisition of Materials

This was begun at once, and here I began searching for the names of various publishers which provide the sort of material I sought (a list follows in the appendix). Catalogs and further information was sought

using this list. The core of the collection was modeled after the *Adult New Reader Collection* of The Chicago Public Library's Office of Study Unlimited. Other resource people included Gabriela Strohschen as mentioned previously. The time spent here was far greater than I had anticipated as I spent a great deal of time talking with various people and usually visiting them on site.

Resource Gathering

A great deal of time was spent talking with experienced literacy providers on a citywide basis. I was very interested in examining projects of all types so that I understood what various organizations were about, how they conducted classes, how volunteers were recruited, what sort of programs students entered following their training, follow-up in general, etc.. My aim was also to establish a working relationship with a number of this people, a good many of whom are outside the sphere of the library. I was rather surprised to find that connections with libraries in many cases was not apparent.

Training

Recruitment of volunteers proved to be the most difficult task. For a training session we conducted during the winter of 1989 we found six volunteers who went through a three-day course covering testing, teaching methods, role playing, practice teaching, and materials. Volunteers from this neighborhood were scarce. We found it easier to recruit volunteers from other neighborhoods, however, many were not willing to come to this area on a regular basis. I attended an earlier training session and have been tutoring for about eight months. As of today we rely on CPL's Office of Study Unlimited for testing and tutor training. Their expertise is especially helpful.

Networking

I spent this time with two basic purposes in mind: the first was to visit existing literacy providers and others with expertise in the field. The second purpose was to increase our visibility in the community of Austin, to make others aware of our role as a library and how we can assist them in the provision of literacy services. I began with The Chicago Public Library's own Office of Study Unlimited which includes a

literacy component. The Chicago Housing Authority Literacy Initiative Director also works out of this office. Through these two offices I already had access to greater Chicago. I networked with Roosevelt University's Education Department and through them I became familiar with the Uptown Community Center's Tutor Training Project which advocates peer tutor training. I soon met Gabriela Strohschen of the Spanish Coalition for Jobs who agreed to become our consultant.

Flyers and Brochures

Flyers and brochures were done for the most part by The Chicago Public Library's Graphics Department, duplication by their printing department. Letters, lists of materials, etc. were done at the branch. A mail-list was completed as part of this project. This was done in various stages. We have a list of local non-profit organizations, which includes the people directly involved in literacy programs. We have our entire patron list done as well (about 8000 households). A lot of information has gotten out about what we do. In 1989 we mailed more than 75,000 pieces of mail from the North Austin Branch Library.

Forming a Network

This was interesting and invigorating once begun. We formed the North Austin Library, Arts, and Literacy Coalition early in 1989. Participating agencies and individuals numbered over two hundred (there are about 150 various organizations in Austin). Leola Spann was elected President. Ms. Spann is an active community organizer and Executive Director of the Northwest Austin Council, a non-profit multi-issue organization. Since this time the Northwest Austin Council has been very active in the library, and are the driving force behind such issues as library expansion. It is clear from my experience to date that libraries are many times more effective when they have the backing from a broad community base.

Study and Evaluation

A good part of what we evaluated were existing programs. This was done in an effort to know how literacy services are provided. A first year of any literacy program, almost by definition, I found out is a learning experience. There is a lot one needs to know and understand before participating fully in any sort of program. We spent this time evaluating programs also so that we might provide some of these services in the

future. Our goal at this time is to move toward providing a full spectrum of literacy services.

As far as I am concerned a library in this sort of setting, e.g. urban, low-level of education, high poverty, high crime, needs to incorporate the family or intergenerational concept of literacy into everyday library life. This is the trend by and large in Chicago. The other form, very much similar and often a part of Family Literacy, is Peer Tutoring, which has multiple possibilities when applied to libraries. We can say that as libraries we already participate in this to a great extent, which is true enough. A lot of this simply requires moving reference points. There is a lot, of course, which we don't do at present and that needs to be changed.

We provide tutors, six at this time, and arrange for the location and materials. We coordinate the time with the patron and arrange for testing, etc.. Success rates I would assume are not very good when we look at the overall picture, and I think this is a result of follow up, that is, people may attain a higher reading level after they've completed their literacy program, but what do they do after that? The Uptown Community Center has at least a partial answer. They train their students to become tutors, and then pay them to be peer tutors. They continue with their education, and are encouraged to move on into higher education once

they've completed their H.S. Equivalency. Many enter Roosevelt University as it is a sponsor of the Uptown Community Center program.

Appendix

Organizations:

North Austin Branch Library
5724 W. North
Chicago, IL 60639

Austin Branch Library
5615 W. Race
Chicago, IL 60644

Northwest Austin Council
5758 W. Potomac
Chicago, IL 60651

North Austin Library, Arts, and Literacy Coalition
5724 W. North
Chicago, IL 60639

Northeast Austin Organization
5058 W. North
Chicago, IL 60639

Chicago Public Library Office of Study Unlimited
1224 W. Van Buren
Chicago, IL 60607

C.H.A. Literacy Initiative
1224 W. Van Buren
Chicago, IL 60607

Roosevelt University
430 S. Michigan
Chicago, IL 60605

Uptown Community Center
4409 N. Broadway
Chicago, IL

Spanish Coalition for Jobs
1737 W. 18th Street
Chicago, IL 60608

Academy of Scholastic Achievement
5400 W. Harrison
Chicago, IL 60644

Austin Career Education Center
5352 W. Chicago
Chicago, IL 60651

Bethel New Life
367 N. Karlov
Chicago, IL 60623

Circle Urban Ministries
118 N. Central
Chicago, IL 60644

Jobs for Youth
67 E. Madison
Chicago, IL 60603

Westside Holistic Family Center
5437 W. Division
Chicago, IL 60639

Westside Literacy Coalition
Douglass Branch Library
3353 W. 13th Street
Chicago, IL 60623

Austin Voice
5309 W. North
Chicago, IL 60639

Austin Weekly News
5634 W. Chicago
Chicago, IL 60651

Loretto Hospital
645 S. Central
Chicago, IL 60644

Literacy Council of Chicago
West Branch
1500 N. Mason
Chicago, IL 60651

Adult New Reader's Collection

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ALPHABETICAL TITLE LIST

All spelled out, by Betsy Rubin. Contemporary Books, Inc., 1986.

A four volume set of books designed to improve spelling. Book A and B teach spelling based on sounding words out. Books C and D cover commonly misspelled words, prefixes and suffixes, dictionary skills, vocabulary skills, etc.

All the way back a story of courage, by Anne V. McGravie. Scott, Foresman and Company, 1982. Reading level: 3.5–5.0

This is a true story of Jim Brunotte, a veteran who lost both legs, his right eye, and his left hand in Viet Nam. The book tells of his recovery in the hospital and his efforts in overcoming his handicap. One of 14 titles in the Adult Readers Library series.

Application forms, by Benjamin Piltch. Richards Publishing Company, Inc., 1983. Reading level: 3–4.

A book of 20 lessons on completing forms. Although copies of actual forms are not included, this book may be helpful in teaching needed skills. It begins with very simple lessons. Each successive lesson introduces a few new words that are likely to be found on a wide range of forms.

The Arsonist, by Bernard Jackson. Fearon Education, 1988. Reading level: 3.0–3.5.

This short thriller about a female arsonist has a suprise ending. One of 20 titles in the Matchbook Five Minute Thriller Series. Read along cassettes are also available from the publisher.

Banking, by Betty Herzog. Cambridge: The Adult Education Company, 1980. Reading level: 3.5–6.0.

This workbook explains how to open and use checking accounts and savings accounts. Other bank services, such as loans are also discussed. One of sixteen titles in Follett Coping Skills Series. A teacher's guide is available for each book in the series.

Basic arithmetic review, geometry, and algebra. Scott, Foresman and Company.

Part of the Essential mathematics for life series (4 titles). This book is a review the three other titles in the series. Math used in everyday life is included, such as understanding property tax, figuring life insurance premiums, etc. Other titles in this series include "Whole numbers," "Decimals and fractions," and "Percents, graphs, and measurements." An instructor's guide is also available from the publisher.

Basic English grammar, by Bonnie Walker. Media Materials, Inc., 1988. Reading level: 2.6.

A basic grammar text covering parts of speech and sentence structure.

The Bermuda Triangle, by Jim Collins. Raintree Childrens Books, 1977. Reading level: 4.

Disappearances and strange events in the Bermuda Triangle are described in this book. Chapter titles include "Flight 19 is missing!," " Is there a hole in the sea?," and "Survivors of the triangle." One of 20 titles in the Great Unsolved Mysteries series.

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Budgeting. Cambridge: The Adult Education Company, 1977. Reading level: 3.5–6.0.

This workbook aids the reader in preparing an accurate and useful budget. One of sixteen titles in the Follett Coping Skills Series. A teacher's guide is available for each book in the series.

Building basic skills series. Contemporary Books. Reading level: 5.0–7.0

Although not specifically designed to prepare the reader for the GED test, the seven books in this set build skills in the five major areas of the test. In the seven books are hundreds of exercises for students wishing to develop basic skills. Titles included in the set are Building basic skills in mathematics, Building basic skills in reading (2 books), Building basic skills in science, Building basic skills in social studies, and Building basic skills in writing (2 books).

Building real life English skills, by Carolyn Morton Starkey. National Textbook Company, 1984.

Reading and writing skills needed to function in daily life are stressed. Chapter topics include reading labels, getting a job (including sample resumes), using directories, following directions, etc. Punctuation, capitalization, and other grammatical skills are covered briefly in the last chapter.

Buying a house and buying a mobile home, by Leslie Pickens. McGraw–Hill Book Company, 1980. Reading level: 4–6.

For readers who are looking to buy a home, this book discusses determining what is affordable, how to locate a house or mobile home, and how to finance a home.

Buying a home, by Terry Rogers. Media Materials, Inc., 1986. Reading level: 5–7.

A brief guide to finding and buying a home.

Capitalization and punctuation make sense, by Arlene G. Clarke. Fearon Education, 1987. Reading level: 4.0–6.0.

A book of exercises, each teaching a seperate rule of punctuation. One of 5 titles in the Pacemaker Practical English Series.

Caring for a child, by Margaret Knight Snowman. New Readers Press, 1982. Grade level: 4.2.

This book provides a practical approach to raising a child from infancy through five years old. Physical and psychological development, feeding and clothing, and ensuring the safety of a child are addressed in detail. Lots of helpful photographs and illustrations are included.

Champions of change: biographies of famous black Americans, by Arlene Gause–Jackson. Steck–Vaughn Company, 1989. Reading level: 5–9.

A collection of short biographies of Black Americans. Each biography is followed by comprehension questions. Biography subjects include Corretta Scott King, Tom Bradley, Martin Luther King, Herbie Hancock, Ray Charles, Maya Angelou, etc.

Climbing the wall, by Tana Reiff. Fearon Education, 1988. Reading level: 1.8–2.9.
A short story of how two parents deal with the problems of a hyperactive child. One of 14 titles in the LifeTimes series. A teacher's manual for the series is also available.

Conclusions, by Donna Townsend. Steck–Vaughn Company. Reading level: 2–9.
Three books (Prep Book, Book 1, Book 2) designed to improve the readers ability of drawing conclusions and making a reasonable judgement about a given written passage. The Prep book is written at a 2nd–4th grade level, Book 1 is written at a 3rd–6th grade level, and Book 2 is written at a 5th–9th grade level. These three titles are part of the Steck–Vaughn comprehension skills series. Other titles in the series are Facts, Sequence, Main Idea, and Context. A teacher's manual for the series is available.

Consumer and career mathematics. Scott, Foresman and Company.
Math skills in this text usually relate to real life.

Context, by Donna Townsend. Steck–Vaughn Company. Reading level: 2–9.
Three books (Prep Book, Book 1, Book 2) designed to improve the readers ability of reading for basic information. The Prep book is written at a 2nd–4th grade level, Book 1 is written at a 3rd–6th grade level, and Book 2 is written at a 5th–9th grade level. These three titles are part of the Steck–Vaughn comprehension skills series. Other titles in the series are Facts, Sequence, Main Idea, and Conclusions. A teacher's manual for the series is available.

Decimals and fractions. Scott, Foresman and Company.
Part of the Essential mathematics for life series (4 titles). As the title suggests, this book covers decimals and fractions. Other titles in this series include "Whole numbers," "Percents, graphs, and measurements," and "Basic arithmetic review, geometry, and algebra." An instructor's guide is also available from the publisher.

Disasters, by Dan Dramer. Jamestown Publishers, 1982. Reading level: 6–8.
A collection of 21 passages describing famous disasters throughout history. A set of comprehension questions follow each passage.

Doctor spello, by William Kottmeyer. Phoenix Learning Resources, Inc. Reading level: 2–4.
The emphasis is on spelling principles, not word lists in this workbook. It starts with low level skills, such as consonant and vowel sounds, and progresses to more difficult spelling patterns. A teacher's edition accompanies the workbook.

The Door is open, by Tana Reiff. Fearon Education, 1988. Reading level: 1.8–2.9.
A short story of a middle aged woman's struggle to earn her high school diploma. One of 14 titles in the LifeTimes series. A teacher's manual for the series is also available.

Dwight Gooden: King of the Ks, by Bert Rosenthal. Childrens Press, 1985.
Biography of the star pitcher for the New York Mets.

Easy money the hard way and other stories by Jane Anderson. Cambridge: The Adult Education Company, 1980.
See Follett Adult Basic Reading Comprehension Series.

Essential life skills: reading signs, directories, schedules, maps, charts, and utility bills, by Carolyn Morton. National Textbook Company, 1985. Reading level: 5.
A workbook comprised of exercises designed to teach the reader how to read use those written materials most likely to face them in the "real world." Types of materials covered include traffic signs, utility bills, bus and airplaine schedules, department store directories, etc.

Essential mathematics for life instructor's guide. Scott, Foresman and Company.
Instructor's guide for the Essential mathematics for life series (4 titles). Titles in this series include "Whole numbers," "Decimals and fractions," "Percents, graphs, and measurements," and "Basic arithmetic review, geometry, and algebra."

Experiencing poetry, by Eileen Thompson. Globe Book Company, 1987.
This text seems to be intended as an High School English text, but will be appropriate for some adults. Included are poems by Edgar Allan Poe, Robert Frost, and Langston Hughes.

Facts, by Donna Townsend. Steck-Vaughn Company. Reading level: 2-9.
Three books (Prep Book, Book 1, Book 2) designed to improve the readers ability in remembering basic information in a passage. The Prep book is written at a 2nd-4th grade level, Book 1 is written at a 3rd-6th grade level, and Book 2 is written at a 5th-9th grade level. These three titles are part of the Steck-Vaughn comprehension skills series. Other titles in the series are Context, Sequence, Main Idea, and Conclusions. A teacher's manual for the series is available.

Family Planning, by Betty Herzog. Cambridge: The Adult Education Company, 1980. Reading level: 3.5-6.0.
This workbook discusses all phases of family planning. Included are a frank discussion of the human reproductive system and detailed explanations of various contraceptive methods. Financial and other considerations when planning a family are also discussed. One of sixteen titles in the Follett Coping Skills Series. A teacher's guide is available for each book in the series.

Filling out forms, by Wendy Stein. New Readers Press, 1986. Reading level: 6.
Banking forms, job related forms, social security forms, credit forms, and health insurance forms are included, along with explanations and exercises.

Finding work. Cambridge, The Adult Education Company, 1977. Reading level: 3.5–6.0.
This book discusses sources of job information, assessing job skills, filling out a job application, etc. How to use want ads is covered extensively. One of sixteen titles in the Follett Coping Skills Series. A teacher's guide is available for each book in the series.

Focus on phonics, by Gail V. Rice. New Readers Press.
Set of 5 student workbooks and five teacher editions. Intensive program in phonics intended for use by volunteer reading tutors and their students. The teacher editions include detailed explanations on how to use the books. Topics covered include sounds and names of letters (Book 1), short vowel sounds (Book 2A), consonant blends (Book 2B), long vowel sounds (Book 3), and other vowel sounds and consonant blends (Book 4).

Follett Adult Basic Reading Comprehension Series. Cambridge. Reading level: 1 – 4.
A series of eight books, each having a selection of short passages. These passages include fiction, humor, history, biography, etc. The series range in difficulty from grade 1 through 4, with each book slightly more difficult than the previous. Titles included (in the order of difficulty) are: Hello World, A Hard Nights Run, One Letter Too Many, Stay Alive, Easy Money the Hard Way, The Lucky Break, Run For Your Life, and A Good Man. An instructor's guide is also available.

Food and fitness, by Margaret Snowman. New Readers Press, 1986. Reading level: 5.2.
A guide to physical fitness and nutrition. Chapter titles include "How to control your weight," "Sports and nutrition," "Exercise, body building and weight control," "Woman's special needs," etc. A workbook accompanies the book.

Forms, by Nancy Anderton. Fearon Education, 1983. Reading level: 4.0.
A book of sample forms, general instructions, and tips on how to fill them out correctly. Included in the book are sample bank forms, sample job application forms, sample social security forms, sample driver's license forms, etc. A vocabulary list of relavent words accompany each sample form.

Forms in your future, by M. Goltry. Globe Book Company, 1987.
A collection of forms that adults frequently face in their daily lives. A "Hints and Helps" section accompanies each type of forms presented. Sample forms included are job application forms, bank forms, tax forms, insurance forms, credit forms, etc.

A Good man and other stories, by Jane Anderson. Cambridge: The Adult Education Company, 1983.
See Follett Adult Basic Reading Comprehension Series.

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Grammar makes sense, by Beverly A. Dietz. Fearon Education, 1987. Reading level: 4.0–6.0

A Book of exercises covering parts of speech and general principles of grammar. A reference guide is included in the back of the book listing rules of grammar, capitalization, and punctuation.

Guidelines to teaching remedial reading, by Lillie Pope. Book–Lab, 1975.

A manual for basic reading tutors. Included in this book are commonly used word lists, guidelines to preparing a lesson, a discussion of goal setting, explanations of various tutoring techniques, etc.

A Hard Nights Run and other stories, by Jane Anderson. Cambridge: The Adult Education Company, 1983.

See Follett Adult Basic Reading Comprehension Series.

Harriet Tubman: conductor on the underground railroad, by Ann Petry. Pocket Books, 1955.

This biography of Harriet Tubman also includes factual information about 19th century America and the abolitionist movement that does not directly relate to Harriet Tubman. Although no grade level was placed on this book by the publisher, it is appropriate for adults and young adults reading somewhat below level.

Having a baby, by Kay Koschnick. New Readers Press, 1975. Reading level: 5.1.

Half of the book covers an explanation of conception, prenatal care, and the physical changes a woman should expect through pregnancy. The other half of the book covers caring for the infant and family planning.

Hello World, and other stories, by Jane Anderson. Cambridge: The Adult Education Company, 1983.

See Follett Adult Basic Reading Comprehension Series.

History of Black Americans, by William Loren Katz. Harcourt Brace Jovanovich, Inc., 1973.

A general history of Black Americans that starts with a brief discussion of African history and the slave trade, and continues up until the 1970s.

I wish I could write, by Joan Barasovska. New Readers Press, 1978.

A book intended for tutors and teachers of adult basic writing classes. Activities are designed to use a students creativity and imagination in expressing himself on paper. Some exercises in this book are appropriate for students with very limited skills.

In your own words volume 1 and 2, by Seymour Goldberg. Cambridge: The Adult Education Company, 1987.

Volume One covers sentence skills and Volume Two covers paragraph skills. Rather than emphasizing the memorization of grammatical rules, the instructional tasks focus on creating and aranging paragraphs.

Insurance and taxes know how, by Marilyn Meltzer. Cambridge, The Adult Education Company, 1987.

A general overview of insurance and taxes. The insurance portion of the book focuses on life insurance, but does mention other kinds of insurance. The portions of the book that focus on taxes deal with the purpose of taxes as well as how to file federal income tax. One of eight titles in the Know-How Series.

Isiah Thomas: pocket magic, by Bert Rosenthal. Childrens Press, 1983.

Biography of the star guard for the Detroit Pistons.

Janus Job Application File, by Charles Kahn. Janus Books, 1987.

A collection of job application forms from various companies. Exercises and suggestions for filling out applications are also included.

Jesus of Nazareth, by David M. Harralson. Cambridge: The Adult Education Company, 1983. Reading level: 3-4.

The book describes the adult life and deeds of Jesus Christ as recorded in the New Testament. One of 23 titles in the Adult Literacy Series.

Just for today, by Tana Reiff. Fearon Education, 1988. Reading level: 1.8-2.9.

A short story describing an alcoholic's struggle with his problem and the damage it does to his family and his career. One of 14 titles in the LifeTimes series. A teacher's manual for the series is also available.

Learning functional words and phrases for everyday living, by David J. Sommers. Richards Publishing Company, Inc.

This book contains nothing but words and phrases that are encountered in everyday living. There are many illustrations. This book may be useful for beginning adult literacy students.

Learning games for infants and toddlers, by J. Ronald Lally. New Readers Press, 1977.

Dozens of games for children up to two years of age are described in this book. Most require no or minimal materials. Games are grouped according to the age of the child.

Legal services, by Cynthia Conley. Media Materials, 1986. Reading level: 5-7.

A brief guide to knowing how and when to find a lawyer.

Life of Lucy Fern, by Moira Crone. Cambridge: The Adult Education Company, 1983. Reading level: 2-3.

The turbulent life of a young American Indian is described in this two-part novel. One of 23 titles in the Adult Literacy Series.

Life skills driving, by John Savage. Educational Design, Inc., 1986.

This book provides general information about driving and can be used in preparation for the Driver's License Test. Three sample tests are included in the back of the book.

Listen children, by Dorothy Strickland. Bantam Books. Reading level: 5th.

An anthology of black writing. Although the title sugests that this book is for children, there are many segments that are appropriate for adults. Included are the text of the "I have a dream" speech by Martin Luther King, a poem by Langston Hughes, and an excerpt from Maya Angelou's book "I know why the caged bird sings."

The Lucky break and other stories, by Jane Anderson. Cambridge: The Adult Education Company, 1983.

See Follett Adult Basic Reading Comprehension Series.

Magic Johnson: court magician, by Richard Levin. Childrens Press, 1981.

Biography of the star guard for the Los Angeles Lakers.

Main Idea, by Donna Townsend. Steck-Vaughn Company. Reading level: 2-9.

Three books (Prep Book, Book 1, Book 2) designed to improve the readers ability of understanding the main point in a passage. The Prep book is written at a 2nd-4th grade level, Book 1 is written at a 3rd-6th grade level, and Book 2 is written at a 5th-9th grade level. These three titles are part of the Steck-Vaughn comprehension skills series. Other titles in the series are Context, Sequence, Facts, and Conclusions. A teacher's manual for the series is available.

Maintaining your car, by Jean Oates. New Reader Press, 1979. Reading level: 5.

Electrical, braking, cooling, suspension, and other systems in a car are explained in the book. General maintenance that can be done by the owner is also included.

Man with the scar, by Judith Andrews Green. Jamestown Publishers, 1979. Reading level: 2-3.

A thriller about a man who has the ability to stop time. There are numerous comprehension questions and reading exercises preceding and following each chapter. However, it is possible to read just the text for enjoyment. One of 9 titles in the Adult Learner Series.

Martin Luther King: the peaceful warrior, by Ed Clayton. Pocket Books, 1968.

A biography of Martin Luther King written for children. However, it may be appropriate for adults with limited reading skills. A text of Martin Luther King's "I have a dream" speech is included in the back of the book.

Mollie's year, by Tana Reiff. Fearon Education, 1979. Reading level: 1.8–2.9.

A short story describing a newly widowed woman and her discovery of the dificulty and satisfaction of personal independence. One of 14 titles in the LifeTimes series. A teacher's manual for the series is also available.

Murder by radio, by Judith Andrews Green. Jamestown Publishers, 1979. Reading level: 2–3.

A thriller about a man who becomes involved in solving his uncle's murder. There are numerous comprehension questions and reading exercises preceding and following each chapter. However, it is possible to read just the text for enjoyment. One of 9 titles in the Adult Learner Series.

Mysteries of the mind, by Joann A. Lawless. Raintree Childrens Books, 1977. Reading level: 4.

Eight strange and unexplained phenomenon of the mind are discussed. Included are chapters on ESP, sleep, mind healers, etc. One of 20 titles in the Great Unsolved Mysteries series.

Mysterious detectives: psychics, by Tamara Wilcox. Raintree Childrens Books, 1977. Reading level: 4.

Four accounts of persons with psychic powers used by police to find lost persons or to solve crimes. One of 20 titles in the Great Unsolved Mysteries series.

Nightmare snow, by Judith Andrews Green. Jamestown Publishers, 1985. Reading level: 2–3.

A group of hikers struggle for survival after becoming stranded in the snow. There are numerous comprehension questions and reading exercises preceding and following each chapter. However, it is possible to read just the text for enjoyment. One of 9 titles in the Adult Learner Series.

Nobody knows, by Tana Reiff. Fearon Education, 1989. Reading level: 1.8–2.9.

A story of a black woman who was born in the south and migrated to Chicago in the 1920s. One of 10 titles in the Hopes and Dreams series.

One letter too many and other stories, by Jane Anderson. Cambridge: The Adult Education Company, 1983.

See Follett Adult Basic Reading Comprehension Series.

Owning an automobile, by Betty Herzog. Cambridge, The Adult Education Company, 1980. Reading level: 3.5–6.0.

The reader is guided through looking for and purchasing an automobile. How to anticipate expenses, match a car to your needs, paying for the car, obtaining insurance, etc. are all discussed. One of sixteen titles in the Follett Coping Skills Series. A teacher's guide is available for each book in the series.

Pat Kings family, by Karen McFall. New Reader Press, 1982. Reading level: 2.6.
A story of how a mother of two struggles with finding a job, caring for children, and dealing with a broken marriage.

Percents, graphs, and measurement. Scott, Foresman and Company.
Part of the Essential mathematics for life series (4 titles). As the title suggests, this book covers percents, graphs, and measurement. Other titles in this series include "Whole numbers," "decimals and fractions," and "Basic arithmetic review, geometry, and algebra." An instructor's guide is also available from the publisher.

A Place for everyone, by Tana Reiff. Fearon Education, 1979. Reading level: 1.8–2.9.
A short story describing a woman struggling to meet the needs of her ailing mother as well as reach her ambitions of opening a business and completing her GED. One of 14 titles in the LifeTimes series. A teacher's manual for the series is also available.

Pre G E D series. Contemporary Books. Reading level: 5.0–7.9.
Set of six books designed as a first step to passing the High School Equivalency Test. Titles in the set include Pre G E D Mathematics and Problem Solving Skills (2 books), Pre G E D Critical Reading Skills, Pre G E D Science Skills, Pre G E D Social Studies Skills, and Pre G E D Writing and Language skills.

Primary dictionary series, by Amy Brown. Jove Books.
A series of four dictionaries that are intended for children, but adult literacy students may find them useful. The first book has 160 words and is heavily illustrated. The number of words increase and the number and size of the illustrations decrease with each successive book. The fourth book has 15,000 entries and has no illustrations.

Reading attainment system, by Caleb Crowell. Educational Design, Inc., 1987. Reading level: 3.0–7.0
Set of ten books on reading improvement. Each book contains a series of passages written to be of interest to adults. Each passage is followed by three sets of exercises, one set on reading skills, one on vocabulary skills, and one on thinking skills.

Reading for today, by Jim Beers. Steck–Vaughn Company, 1987. Reading level: 0–5.
Set of five comprehensive reading workbooks and 5 teacher's editions that take the student from grade zero through grade five. Lots of photographs and adult oriented content make this series appropriate for adult literacy students.

Renting, by Gordon Birk. Media Materials, Inc., 1986. Reading level: 5–7.
A brief guide to finding and renting an apartment.

Resources for lifelong learning, by Betty Herzog. Cambridge: The Adult Education Company. Reading level: 3.5–6.0.

Educational resources, and how to find them, are discussed in general terms. Half the book is devoted to resources for children, and half the book is devoted to resources for adults.

Run for your life and other stories, by Jane Anderson. Cambridge: The Adult Education Company.

See Follett Adult Basic Reading Comprehension Series.

Scott Foresman beginning dictionary, by E. L. Thorndike. Scott, Foresman and Company, 1988. Reading level: 3–5.

Large, hard bound dictionary,with 28,000 entries and 1100 illustrations (most in color). An intermediate dictionary (grades 5–8) and an advanced dictionary (grade 7–12) are also available from the publisher.

Sequence, by Donna Townsend. Steck–Vaughn Company. Reading level: 2–9.

Three books (Prep Book, Book 1, Book 2) designed to improve the readers ability of understanding the order of events in a passage. The Prep book is written at a 2nd–4th grade level, Book 1 is written at a 3rd–6th grade level, and Book 2 is written at a 5th–9th grade level. These three titles are part of the Steck–Vaughn comprehension skills series. Other titles in the series are Context, Main Idea, Facts, and Conclusions. A teacher's manual for the series is available.

Selections from the black olive book, by Edward Spargo. Jamestown Publishers, 1974. Reading level: 6–8.

A collection of writings by Black Americans. Included are passages by Maya Angelou, James Baldwin, Bill Russell, Martin Luther King, and Langston Hughes.

Simon and Schusters illustrated young readers dictionary, by John Grisewood. Wanderer Books, 1984.

Although intended for children, the illustrations and definitions are not overtly childish. Entries frequently include illustrations and a sample sentence, and there are relatively few phonetic spellings and abbreviations.

Someone at the door, by Bernard Jackson. Fearon Education, 1988. Reading level: 3.0–3.5.

This is a short thriller about a killer on the loose. One of 20 titles in the Matchbook Five Minute Thriller Series. Read along cassettes are also available from the publisher.

Spotlight on rock stars, by Randal C. Hill. Steck–Vaughn Company, 1989. Reading level: 2–4.

A collection of short biographies of music stars. Each biography is followed by comprehension questions. Biography subjects include Whitney Houston, Bruce Springsteen, Janet Jackson, etc.

Stay alive and other stories, by Jane Anderson. Cambridge: The Adult Education Company.

See Follett Adult Basic Reading Comprehension Series.

Steck-Vaughn comprehension skills series, by Donna Townsend. Steck-Vaughn Company.

A set of 15 books designed to improve comprehension skills. Titles in the series include Context, Main Idea, Facts, Sequence, and Conclusions. A teacher's manual for the series is available.

Stevie Wonder, by Marianne Ruuth. Holloway House Publishing Company, 1980.

A biography of the famous music star.

Stories from the Old Testament, by David H. Harralson. Cambridge: The Adult Education Company, 1983. Reading level: 3-4.

Eight Bible stories have been rewritten at a low reading level. Stories in the book include David and Solomon, the story of Ruth, Abraham and his children, etc. One of 23 titles in the Adult Literacy Series.

Stranger than fiction, by Susan Halpern. Globe Book Company, Inc., 1974. Reading level: 3.0.

A collection of non-fiction short passages that range from the bizarre to the inspirational. Comprehension exercises follow each passage.

Studying for a drivers license, by Donald P. Joyce. New Reader Press, 1985. Reading level: 5.

Although based on the New York State drivers test, it is useful in preparing for drivers tests in other states as well. Included are sample tests and extensive sections on traffic signs and signals.

Sugar Ray Leonard: the baby faced boxer, by Bert Rosenthal. Childrens Press, 1982.

Biography of the olympic and professional boxing star.

Superstars music hall of fame, by Randal C. Hill. Steck-Vaughn Company, 1986. Reading level: 4-6.

A collection of short biographies of music stars. Each biography is followed by comprehension questions. Biography subjects include The Supremes, Chuck Berry, The Beatles, Cher, etc.

Superstars of movies and TV, by Randal C. Hill. Steck-Vaughn Company, 1986. Reading level: 4-6.

A collection of short biographies of entertainment stars. Each biography is followed by comprehension questions. Biography subjects include Clint Eastwood, Richard Pryor, Eddie Murphy, Goldie Hawn, etc.

Superstars of soul, by Randal C. Hill. Steck-Vaughn Company, 1986. Reading level: 4-6.

A collection of short biographies of music stars. Each biography is followed by comprehension questions. Biography subjects include Michael Jackson, Hall and Oates, Prince, the Pointer Sisters, Tina Turner, Cameo, etc.

Superstars of sports, by Randal C. Hill. Steck-Vaughn Company, 1986. Reading level: 4-6.

A collection of short biographies of sports stars. Each biography is followed by comprehension questions. Biography subjects include Larry Byrd, Walter Payton, Darryl Strawberry, Joe Montana, etc.

Take away three, by Tana Reiff. Fearon Education, 1988. Reading level: 1.8-2.9.

This short story describes how a young couple tries to deal with the demands that the husband's job makes of them. One of 14 titles in the LifeTimes series. A teacher's manual for the series is also available.

Teach someone to read, by Nadine Rosenthal. Fearon Education, 1987.

A hands on guide for reading tutors that is ideal for volunteer tutors. Included are a diagnostic test, explanations of tutor techniques, etc.

Those who dared, by Barbara McGraw. Scott, Foresman and Company, 1982. Reading level: 3.5-5.0

Seven adventure stories from the Bible are adapted for readers with low reading skills. Although based on the Bible, their emphasis is more on the adventure and suspense element in the stories than on their religious significance. Stories include "Deborah: a judge in Israel," "David in hiding: the king who waited," "Elijah and the prophets of Baal," etc. One of 14 titles in the Adult Readers Library series.

Triumph and tragedy, by Marianne Ruuth. Holloway House Publishing Company, 1986.

This biography follows the lives of the three members of The Supremes. Although the book dwells on Diana Ross, the lives and careers of Mary Wilson and Florence Ballard are also included.

Truth is stranger than fiction, by Betty Burns Paden. Scott, Foresman and Company, 1982. Reading level: 3.5-5.0

There are eight chapters in this book, each discussing a strange (and often inexplicable) phenomenon. Chapter titles include "The Strange world of twins," "Parapsychology," "Acupuncture and acupressure," "Sleep and dreams," etc. A glossary of difficult terms is located in the back of the book. One of 14 titles in the Adult Readers Library series.

Tune it up, by Charles Klasky. Lakeshore Curriculum Materials Company, 1982. Reading level: 2.5-4.0

A book on how to do basic maintenance on a car.

Tutor, by Ruth J. Colvin. Literacy Volunteers of America Inc., 1984.

A manual for volunteer reading tutors. Four basic tutor techniques are explained, and other topics relavent to volunteer tutors (such as goal setting, lesson planning, etc.) are discussed. Many helpful word lists are included in the back of the book.

Unidentified flying objects, by Jim Collins. Raintree Childrens Books, 1977. Reading level: 4.

Unsolved reports, popular theories, and UFOs throughout history are discussed in this book. Many photographs are included throughout the book. Chapters titles include "The Case of Kenneth Arnold," "UFOs: visitors from other worlds," "How old are UFOs," "The Strange summer of 1947," etc. One of 20 titles in the Great Unsolved Mysteries series.

Using community resources. Cambridge: The Adult Education Company, 1977. Reading level: 3.5–6.0.

This book describes how to use the telephone book to answer everyday information needs.

Using language experience with adults, by Katherine Kennedy. New Readers Press, 1975.

The language experience technique is a tutoring technique that involves the student in developing reading material. This tutor/teacher guide explains the technique and how to adapt it to fit specific needs.

Walter Payton, by Dick Conrad. Childrens Press, 1986.

Biography of the star running back for the Chicago Bears.

When baby comes home, by Erma Brenner. Janus Book Publishers, 1984. Reading level: 2.5–4.0

This book is written by a parent for parents. It discusses the demands and rewards that a child brings in its first year. The illustrations are very attractive and numerous.

Whole numbers. Scott, Foresman and Company.

Part of the Essential mathematics for life series (4 titles). As the title suggests, this book covers whole numbers. Other titles in this series include "Decimals and fractions," "Percents, graphs, and measurements," and "Basic arithmetic review, geometry, and algebra." An instructor's guide is also available from the publisher.

Working, by Studs Terkel. Ballantine Books, 1985.

A collection of interviews with people discussing their jobs. Subjects range from a prostitute to a priest, from a sanitation truck driver to a head of the audit department in a bank. Although the book was not specifically designed for adult new readers, some of the interviews are not extremely difficult.

Write all about it, by Andrea Leis. New Readers Press, 1986.

A writing skills workbook geared to students reading at least at a fifth grade level. Parts 1, 2, and 3 cover basic grammar and usage. Part 4 teaches how to write clearly, concisely, and objectively. Teacher's edition accompanies the workbook.

You and the law, by Caleb E. Crowell. Educational Design, Inc., 1986.

Various areas of the law and how it effects individuals are dealt with in this book. Chapter topics include civil law, criminal law, consumer law, family law, contracts, housing, and how to find a lawyer.

You and your money, Caleb E. Crowell. Educational Design, Inc., 1983. Reading level: 4–6.

Various aspects of managing personal finances are dealt with in this book. Areas covered include banking, budgeting, and credit.

Young homemakers cookbook, by Ann A. Weaver. Fearon Education, 1974.

A general cookbook that presents basic, nutritious, and easy–to–prepare recipies in simple language.

Your body in health and sickness, by Merle T. Coughlin. Scott, Foresman and Company, 1982. Reading level: 3.5–5.0.

Various systems of the body are discussed. A list of "new words" is included after each chapter. Although suggestions on how to remain healthy are few, this book may appeal to a student's natural interest in the human body. Chapter topics include the skeletal system, the nervous system, the digestive system, the respiratory system, etc. One of 14 titles in the Adult Readers Library series.

Your housing needs and renting a place to live, by Leslie Pickens. McGraw–Hill Book Company, 1980. Reading level: 4–6.

This book helps renters find a home that suits their needs and their financial resources.

GENERAL PLEASURE READING

All the way back a story of courage, by Anne V. McGravie. Scott, Foresman and Company, 1982. Reading level: 3.5–5.0

This is a true story of Jim Brunotte, a veteran who lost both legs, his right eye, and his left hand in Viet Nam. The book tells of his recovery in the hospital and his efforts in overcoming his handicap. One of 14 titles in the Adult Readers Library series.

The Bermuda Triangle, by Jim Collins. Raintree Childrens Books, 1977. Reading level: 4.

Disappearances and strange events in the Bermuda Triangle are described in this book. Chapter titles include "Flight 19 is missing!," " Is there a hole in the sea?," and "Survivors of the triangle." One of 20 titles in the Great Unsolved Mysteries series.

Disasters, by Dan Dramer. Jamestown Publishers, 1982. Reading level: 6–8.

A collection of 21 passages describing famous disasters throughout history. A set of comprehension questions follow each passage.

Easy money the hard way and other stories by Jane Anderson. Cambridge: The Adult Education Company, 1980.

See Follett Adult Basic Reading Comprehension Series.

Experiencing poetry, by Eileen Thompson. Globe Book Company, 1987.

This text seems to be intended as an High School English text, but will be appropriate for some adults. Included are poems by Edgar Allan Poe, Robert Frost, and Langston Hughes.

Follett Adult Basic Reading Comprehension series. Cambridge. Reading level: 1 – 4.

A series of eight books, each having a selection of short passages. These passages include fiction, humor, history, biography, etc. The series range in difficulty from grade 1 through 4, with each book slightly more difficult than the previous. Titles included (in the order of difficulty) are: Hello World, A Hard Nights Run, One Letter Too Many, Stay Alive, Easy Money the Hard Way, The Lucky Break, Run For Your Life, and A Good Man. An instructor's guide is also available.

A Good man and other stories, by Jane Anderson. Cambridge: The Adult Education Company, 1983.

See Follett Adult Basic Reading Comprehension Series.

A Hard Nights Run and other stories, by Jane Anderson. Cambridge: The Adult Education Company, 1983.

See Follett Adult Basic Reading Comprehension Series.

Hello World, and other stories, by Jane Anderson. Cambridge: The Adult Education Company, 1983.

See Follett Adult Basic Reading Comprehension Series.

GENERAL PLEASURE READING
(continuted)

Jesus of Nazareth, by David M. Harralson. Cambridge: The Adult Education Company, 1983. Reading level: 3–4.

The book describes the adult life and deeds of Jesus Christ as recorded in the New Testament. One of 23 titles in the Adult Literacy Series.

The Lucky break and other stories, by Jane Anderson. Cambridge: The Adult Education Company, 1983.

See Follett Adult Basic Reading Comprehension Series.

Mysteries of the mind, by Joann A. Lawless. Raintree Childrens Books, 1977. Reading level: 4.

Eight strange and unexplained phenomenon of the mind are discussed. Included are chapters on ESP, sleep, mind healers, etc. One of 20 titles in the Great Unsolved Mysteries series.

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Stories from the Old Testament, by David H. Harralson. Cambridge: The Adult Education Company, 1983. Reading level: 3–4.

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A collection of non-fiction short passages that range from the bizarre to the inspirational. Comprehension exercises follow each passage.

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GENERAL PLEASURE READING
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Superstars of movies and TV, by Randal C. Hill. Steck-Vaughn Company, 1986. Reading level: 4-6.

A collection of short biographies of entertainment stars. Each biography is followed by comprehension questions. Biography subjects include Clint Eastwood, Richard Pryor, Eddie Murphy, Goldie Hawn, etc.

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FICTION

The Arsonist, by Bernard Jackson. Fearon Education, 1988. Reading level: 3.0–3.5.

This short thriller about a female arsonist has a suprise ending. One of 20 titles in the Matchbook Five Minute Thriller Series. Read along cassettes are also available from the publisher.

Climbing the wall, by Tana Reiff. Fearon Education, 1988. Reading level: 1.8–2.9.

A short story describing how two parents deal with the problems of a hyperactive child. One of 14 titles in the LifeTimes series. A teacher's manual for the series is also available.

The Door is open, by Tana Reiff. Fearon Education, 1988. Reading level: 1.8–2.9.

A short story of a middle aged woman's struggle to earn her high school diploma. One of 14 titles in the LifeTimes series. A teacher's manual for the series is also available.

Just for today, by Tana Reiff. Fearon Education, 1988. Reading level: 1.8–2.9.

A short story describing an alcoholic's struggle with his problem and the damage it does to his family and his career. One of 14 titles in the LifeTimes series. A teacher's manual for the series is also available.

Life of Lucy Fern, by Moira Crone. Cambridge: The Adult Education Company, 1983. Reading level: 2–3.

The turbulent life of a young American Indian is described in this two–part novel. One of 23 titles in the Adult Literacy Series.

Man with the scar, by Judith Andrews Green. Jamestown Publishers, 1979. Reading level: 2–3.

A thriller about a man who has the ability to stop time. There are numerous comprehension questions and reading exercises preceding and following each chapter. However, it is possible to read just the text for enjoyment. One of 9 titles in the Adult Learner Series.

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FICTION
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A group of hikers struggle for survival after becoming stranded in the snow. There are numerous comprehension questions and reading exercises preceding and following each chapter. However, it is possible to read just the text for enjoyment. One of 9 titles in the Adult Learner Series.

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A story of how a mother of two struggles with finding a job, caring for children, and dealing with a broken marriage.

A Place for everyone, by Tana Reiff. Fearon Education, 1979. Reading level: 1.8–2.9.

A short story describing a woman struggling to meet the needs of her ailing mother as well as reach her ambitions of opening a business and completing her GED. One of 14 titles in the LifeTimes series. A teacher's manual for the series is also available.

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This is a short thriller about a killer on the loose. One of 20 titles in the Matchbook Five Minute Thriller Series. Read along cassettes are also available from the publisher.

Take away three, by Tana Reiff. Fearon Education, 1988. Reading level: 1.8–2.9.

This short story describes how a young couple tries to deal with the demands that the husband's job makes of them. One of 14 titles in the LifeTimes series. A teacher's manual for the series is also available.

BLACK HISTORY AND CULTURE

Champions of change: biographies of famous black Americans, by Arlene Gause-Jackson. Steck-Vaughn Company, 1989. Reading level: a 5-9.

A collection of short biographies of Black Americans. Each biography is followed by comprehension questions. Biography subjects include Corretta Scott King, Tom Bradley, Martin Luther King, Herbie Hancock, Ray Charles, Maya Angelou, etc.

Harriet Tubman: conductor on the underground railroad, by Ann Petry. Pocket Books, 1955.

This biography of Harriet Tubman also includes factual information about 19th century America and the abolitionist movement that does not directly relate to Harriet Tubman. Although no grade level was placed on this book by the publisher, it is appropriate for adults and young adults reading somewhat below level.

History of Black Americans, by William Loren Katz. Harcourt Brace Jovanovich, Inc., 1973.

A general history of Black Americans that starts with a brief discussion of African history and the slave trade, and continues up until the 1970s.

Listen children, by Dorothy Strickland. Bantam Books. Reading level: 5th.

An anthology of black writing. Although the title sugests that this book is for children, there are many segments that are appropriate for adults. Included are the text of the "I have a dream" speech by Martin Luther King, a poem by Langston Hughes, and an excerpt from Maya Angelou's book "I know why the caged bird sings."

Martin Luther King: the peaceful warrior, by Ed Clayton. Pocket Books, 1968.

A biography of Martin Luther King written for children. However, it may be appropriate for adults with limited reading skills. A text of Martin Luther King's "I have a dream" speech is included in the back of the book.

Nobody knows, by Tana Reiff. Fearon Education, 1989. Reading level: 1.8-2.9.

A story of a black woman who was born in the south and migrated to Chicago in the 1920s. One of 10 titles in the Hopes and Dreams series.

Selections from the black olive book, by Edward Spargo. Jamestown Publishers, 1974. Reading level: 6-8.

A collection of writings by Black Americans. Included are passages by Maya Angelou, James Baldwin, Bill Russell, Martin Luther King, and Langston Hughes.

MUSIC BIOGRAPHIES

Spotlight on rock stars, by Randal C. Hill. Steck-Vaughn Company, 1989. Reading level: 2–4.

A collection of short biographies of music stars. Each biography is followed by comprehension questions. Biography subjects include Whitney Houston, Bruce Springsteen, Janet Jackson, etc.

Stevie Wonder, by Marianne Ruuth. Holloway House Publishing Company, 1980.

A biography of the famous music star.

Superstars music hall of fame, by Randal C. Hill. Steck-Vaughn Company, 1986. Reading level: 4–6.

A collection of short biographies of music stars. Each biography is followed by comprehension questions. Biography subjects include The Supremes, Chuck Berry, The Beatles, Cher, etc.

Superstars of soul, by Randal C. Hill. Steck-Vaughn Company, 1986. Reading level: 4–6.

A collection of short biographies of music stars. Each biography is followed by comprehension questions. Biography subjects include Michael Jackson, Hall and Oates, Prince, the Pointer Sisters, Tina Turner, Cameo, etc.

Triumph and tragedy, by Marianne Ruuth. Holloway House Publishing Company, 1986.

This biography follows the lives of the three members of The Supremes. Although the book dwells on Diana Ross, the lives and careers of Mary Wilson and Florence Ballard are also included.

SPORTS BIOGRAPHIES

Dwight Gooden: King of the Ks, by Bert Rosenthal. Childrens Press, 1985.
Biography of the star pitcher for the New York Mets.

Isiah Thomas: pocket magic, by Bert Rosenthal. Childrens Press, 1983.
Biography of the star guard for the Detroit Pistons.

Magic Johnson: court magician, by Richard Levin. Childrens Press, 1981.
Biography of the star guard for the Los Angeles Lakers.

Sugar Ray Leonard: the baby faced boxer, by Bert Rosenthal. Childrens Press, 1982.
Biography of the olympic and professional boxing star.

Superstars of sports, by Randal C. Hill. Steck-Vaughn Company, 1986. Reading level: 4-6.
A collection of short biographies of sports stars. Each biography is followed by comprehension questions. Biography subjects include Larry Byrd, Walter Payton, Darryl Strawberry, Joe Montana, etc.

Walter Payton, by Dick Conrad. Childrens Press, 1986.
Biography of the star running back for the Chicago Bears.

GENERAL LIFE SKILLS

Building real life English skills, by Carolyn Morton Starkey. National Textbook Company, 1984.

Reading and writing skills needed to function in daily life are stressed. Chapter topics include reading labels, getting a job (including sample resumes), using directories, following directions, etc. Punctuation, capitalization, and other grammatical skills are covered briefly in the last chapter.

Essential life skills: reading signs, directories, schedules, maps, charts, and utility bills, by Carolyn Morton. National Textbook Company, 1985. Reading level: 5.

A workbook comprised of exercises designed to teach the reader how to read those written materials most likely to face them in the "real world." Types of materials covered include traffic signs, utility bills, bus and airplaine schedules, department store directories, etc.

Finding work. Cambridge, The Adult Education Company, 1977. Reading level: 3.5–6.0.

This book discusses sources of job information, assessing job skills, filling out a job application, etc. How to use want ads is covered extensively. One of sixteen titles in the Follett Coping Skills Series. A teacher's guide is available for each book in the series.

Food and fitness, by Margaret Snowman. New Readers Press, 1986. Reading level: 5.2.

A guide to physical fitness and nutrition. Chapter titles include "How to control your weight," "Sports and nutrition," "Exercise, body building and weight control," "Woman's special needs," etc. A workbook accompanies the book.

Learning functional words and phrases for everyday living, by David J. Sommers. Richards Publishing Company, Inc.

This book contains nothing but words and phrases that are encountered in everyday living. There are many illustrations. This book may be useful for beginning adult literacy students.

Legal services, by Cynthia Conley. Media Materials, 1986. Reading level: 5–7.

A brief guide to knowing how and when to find a lawyer.

Resources for lifelong learning, by Betty Herzog. Cambridge: The Adult Education Company. Reading level: 3.5–6.0.

Educational resources, and how to find them, are discussed in general terms. Half the book is devoted to resources for children, and half the book is devoted to resources for adults.

Using community resources. Cambridge: The Adult Education Company, 1977. Reading level: 3.5–6.0.

This book describes how to use the telephone book to answer everyday information needs.

GENERAL LIFE SKILLS
(continued)

You and the law, by Caleb E. Crowell. Educational Design, Inc., 1986.
Various areas of the law and how it effects individuals are dealt with in this book. Chapter topics include civil law, criminal law, consumer law, family law, contracts, housing, and how to find a lawyer.

Young homemakers cookbook, by Ann A. Weaver. Fearon Education, 1974.
A general cookbook that presents basic, nutritious, and easy-to-prepare recipies in simple language.

Your body in health and sickness, by Merle T. Coughlin. Scott, Foresman and Company, 1982. Reading level: 3.5-5.0.
Various systems of the body are discussed. A list of "new words" is included after each chapter. Although suggestions on how to remain healthy are few, this book may appeal to a student's natural interest in the human body. Chapter topics include the skeletal system, the nervous system, the digestive system, the respiratory system, etc. One of 14 titles in the Adult Readers Library series.

AUTOMOBILES/DRIVING

Life skills driving, by John Savage. Educational Design, Inc., 1986.

This book provides general information about driving and can be used in preparation for the Driver's License Test. Three sample tests are included in the back of the book.

Maintaining your car, by Jean Oates. New Reader Press, 1979. Reading level: 5.

Electrical, braking, cooling, suspension, and other systems in a car are explained in the book. General maintenance that can be done by a car owner is also included.

Owning an automobile, by Betty Herzog. Cambridge, The Adult Education Company, 1980. Reading level: 3.5–6.0.

The reader is guided through looking for and purchasing an automobile. How to anticipate expenses, match a car to your needs, paying for the car, obtaining insurance, etc. are all discussed. One of sixteen titles in the Follett Coping Skills Series. A teacher's guide is available for each book in the series.

Studying for a drivers license, by Donald P. Joyce. New Reader Press, 1985. Reading level: 5.

Although based on the New York State drivers test, it is useful in preparing for drivers tests in other states as well. Included are sample tests and extensive sections on traffic signs and signals.

Tune it up, by Charles Klasky. Lakeshore Curriculum Materials Company, 1982. Reading level: 2.5–4.0

A book on how to do basic maintenance on a car.

CHILD CARE/FAMILY PLANNING

Caring for a child, by Margaret Knight Snowman. New Readers Press, 1982. Grade level: 4.2.

This book provides a practical approach to raising a child from infancy through five years old. Physical and psychological development, feeding and clothing, and ensuring the safety of a child are addressed in detail. Lots of helpful photographs and illustrations are included.

Family Planning, by Betty Herzog. Cambridge: The Adult Education Company, 1980. Reading level: 3.5–6.0.

This workbook discusses all phases of family planning. Included are a frank discussion of the human reproductive system and detailed explanations of various contraceptive methods. Financial and other considerations when planning a family are also discussed. One of sixteen titles in the Follett Coping Skills Series. A teacher's guide is available for each book in the series.

Having a baby, by Kay Koschnick. New Readers Press, 1975. Reading level: 5.1.

Half of the book covers an explanation of conception, prenatal care, and the physical changes a woman should expect through pregnancy. The other half of the book covers caring for the infant and family planning.

Learning games for infants and toddlers, by J. Ronald Lally. New Readers Press, 1977.

Dozens of games for children up to two years of age are described in this book. Most require no or minimal materials. Games are grouped according to the age of the child.

When baby comes home, by Erma Brenner. Janus Book Publishers, 1984. Reading level: 2.5–4.0

This book is written by a parent for parents. It discusses the demands and rewards that a child brings in its first year. The illustrations are very attractive and numerous.

FORMS

Application forms, by Benjamin Piltch. Richards Publishing Company, Inc., 1983. Reading level: 3–4.

A book of 20 lessons on completing forms. Although copies of actual forms are not included, this book may be helpful in teaching needed skills. It begins with very simple lessons. Each successive lesson introduces a few new words that are likely to be found on a wide range of forms.

Filling out forms, by Wendy Stein. New Readers Press, 1986. Reading level: 6.

Banking forms, job related forms, social security forms, credit forms, and health insurance forms are included, along with explanations and exercises.

Forms, by Nancy Anderton. Fearon Education, 1983. Reading level: 4.0.

A book of sample forms, general instructions, and tips on how to fill them out correctly. Included in the book are sample bank forms, sample job application forms, sample social security forms, sample driver's license forms, etc. A vocabulary list of relavent words accompany each sample form.

Forms in your future, by M. Goltry. Globe Book Company, 1987.

A collection of forms that adults frequently face in their daily lives. A "Hints and Helps" section accompanies each type of forms presented. Sample forms included are job application forms, bank forms, tax forms, insurance forms, credit forms, etc.

Janus Job Application File, by Charles Kahn. Janus Books, 1987.

A collection of job application forms from various companies. Exercises and suggestions for filling out applications are also included.

HOUSING

Buying a house and buying a mobile home, by Leslie Pickens. McGraw-Hill Book Company, 1980. Reading level: 4-6.

For readers who are looking to buy a home, this book discusses determining what is affordable, how to locate a house or mobile home, and how to finance a home.

Buying a home, by Terry Rogers. Media Materials, Inc., 1986. Reading level: 5-7.

A brief guide to finding and buying a home.

Renting, by Gordon Birk. Media Materials, Inc., 1986. Reading level: 5-7.

A brief guide to finding and renting an apartment.

Your housing needs and renting a place to live, by Leslie Pickens. McGraw-Hill Book Company, 1980. Reading 4-6.

This book helps renters find a home that suits their needs and their financial resources.

MONEY MANAGEMENT

Banking, by Betty Herzog. Cambridge: The Adult Education Company, 1980. Reading level: 3.5–6.0.

This workbook explains how to open and use checking accounts and savings accounts. Other bank services, such as loans are also discussed. One of sixteen titles in the Follett Coping Skills Series. A teacher's guide is available for each book in the series.

Budgeting. Cambridge: The Adult Education Company, 1977. Reading level: 3.5–6.0.

This workbook aids the reader in preparing an accurate and useful budget. One of sixteen titles in the Follett Coping Skills Series. A teacher's guide is available for each book in the series.

Consumer and career mathematics. Scott, Foresman and Company.

Math skills in this text usually relate to real life.

Insurance and taxes know how, by Marilyn Meltzer. Cambridge, The Adult Education Company, 1987.

A general overview of insurance and taxes. The insurance portion of the book focuses on life insurance, but does mention other kinds of insurance. The portions of the book that focus on taxes deal with the purpose of taxes as well as how to file federal income tax. One of eight titles in the Know-How Series.

You and your money, Caleb E. Crowell. Educational Design, Inc., 1983. Reading level: 4–6.

Various aspects of managing personal finances are dealt with in this book. Areas covered include banking, budgeting, and credit.

READING/SPELLING SKILLS

All spelled out, by Betsy Rubin. Contemporary Books, Inc., 1986.

A four volume set of books designed to improve spelling. Book A and B teach spelling based on sounding words out. Books C and D cover commonly misspelled words, prefixes and suffixes, dictionary skills, vocabulary skills, etc.

Conclusions, by Donna Townsend. Steck-Vaughn Company. Reading level: 2-9.

Three books (Prep Book, Book 1, Book 2) designed to improve the readers ability of drawing conclusions and making a reasonable judgement about a given written passage. The Prep book is written at a 2nd-4th grade level, Book 1 is written at a 3rd-6th grade level, and Book 2 is written at a 5th-9th grade level. These three titles are part of the Steck-Vaughn comprehension skills series. Other titles in the series are Facts, Sequence, Main Idea, and Context. A teacher's manual for the series is available.

Context, by Donna Townsend. Steck-Vaughn Company. Reading level: 2-9.

Three books (Prep Book, Book 1, Book 2) designed to improve the readers ability of reading for basic information. The Prep book is written at a 2nd-4th grade level, Book 1 is written at a 3rd-6th grade level, and Book 2 is written at a 5th-9th grade level. These three titles are part of the Steck-Vaughn comprehension skills series. Other titles in the series are Facts, Sequence, Main Idea, and Conclusions. A teacher's manual for the series is available.

Doctor spello, by William Kottmeyer. Phoenix Learning Resources, Inc. Reading level: 2-4.

The emphasis is on spelling principles, not word lists in this workbook. It starts with low level skills, such as consonant and vowel sounds, and progresses to more difficult spelling patterns. A teacher's edition accompanies the workbook.

Facts, by Donna Townsend. Steck-Vaughn Company. Reading level: 2-9.

Three books (Prep Book, Book 1, Book 2) designed to improve the readers ability in remembering basic information in a passage. The Prep book is written at a 2nd-4th grade level, Book 1 is written at a 3rd-6th grade level, and Book 2 is written at a 5th-9th grade level. These three titles are part of the Steck-Vaughn comprehension skills series. Other titles in the series are Context, Sequence, Main Idea, and Conclusions. A teacher's manual for the series is available.

Focus on phonics, by Gail V. Rice. New Readers Press.

Set of 5 student workbooks and five teacher editions. Intensive program in phonics intended for use by volunteer reading tutors and their students. The teacher editions include detailed explanations on how to use the books. Topics covered include sounds and names of letters (Book 1), short vowel sounds (Book 2A), consonant blends (Book 2B), long vowel sounds (Book 3), and other vowel sounds and consonant blends (Book 4).

READING/SPELLING SKILLS
(continued)

Main Idea, by Donna Townsend. Steck-Vaughn Company. Reading level: 2-9.
Three books (Prep Book, Book 1, Book 2) designed to improve the readers ability of understanding the main point in a passage. The Prep book is written at a 2nd-4th grade level, Book 1 is written at a 3rd-6th grade level, and Book 2 is written at a 5th-9th grade level. These three titles are part of the Steck-Vaughn comprehension skills series. Other titles in the series are Context, Sequence, Facts, and Conclusions. A teacher's manual for the series is available.

Reading attainment system, by Caleb Crowell. Educational Design, Inc., 1987. Reading level: 3.0-7.0
Set of ten books on reading improvement. Each book contains a series of passages written to be of interest to adults. Each passage is followed by three sets of exercises, one set on reading skills, one on vocabulary skills, and one on thinking skills.

Reading for today, by Jim Beers. Steck-Vaughn Company, 1987. Reading level: 0-5.
Set of five comprehensive reading workbooks and 5 teacher's editions that take the student from grade zero through grade five. Lots of photographs and adult oriented content make this series appropriate for adult literacy students.

Sequence, by Donna Townsend. Steck-Vaughn Company. Reading level: 2-9.
Three books (Prep Book, Book 1, Book 2) designed to improve the readers ability of understanding the order of events in a passage. The Prep book is written at a 2nd-4th grade level, Book 1 is written at a 3rd-6th grade level, and Book 2 is written at a 5th-9th grade level. These three titles are part of the Steck-Vaughn comprehension skills series. Other titles in the series are Context, Main Idea, Facts, and Conclusions. A teacher's manual for the series is available.

MATH

Basic arithmetic review, geometry, and algebra. Scott, Foresman and Company.
Part of the Essential mathematics for life series (4 titles). This book is a review the three other titles in the series. Math used in everyday life is included, such as understanding property tax, figuring life insurance premiums, etc. Other titles in this series include "Whole numbers," "Decimals and fractions," and "Percents, graphs, and measurements."An instructor's guide is also available from the publisher.

Consumer and career mathematics. Scott, Foresman and Company.
Math skills in this text usually relate to real life.

Decimals and fractions. Scott, Foresman and Company.
Part of the Essential mathematics for life series (4 titles). As the title suggests, this book covers decimals and fractions. Other titles in this series include "Whole numbers," "Percents, graphs, and measurements," and "Basic arithmetic review, geometry, and algebra." An instructor's guide is also available from the publisher.

Essential mathematics for life instructor's guide. Scott, Foresman and Company.
Instructor's guide for the Essential mathematics for life series (4 titles). Titles in this series include "Whole numbers," "Decimals and fractions," "Percents, graphs, and measurements," and "Basic arithmetic review, geometry, and algebra."

Percents, graphs, and measurement. Scott, Foresman and Company.
Part of the Essential mathematics for life series (4 titles). As the title suggests, this book covers percents, graphs, and measurement. Other titles in this series include "Whole numbers," "decimals and fractions," and "Basic arithmetic review, geometry, and algebra." An instructor's guide is also available from the publisher.

Whole numbers. Scott, Foresman and Company.
Part of the Essential mathematics for life series (4 titles). As the title suggests, this book covers whole numbers. Other titles in this series include "Decimals and fractions," "Percents, graphs, and measurements," and "Basic arithmetic review, geometry, and algebra." An instructor's guide is also available from the publisher.

BEST COPY AVAILABLE

PRE-GED SKILLS

Building basic skills series. Contemporary Books. Reading level: 5.0–7.0

Although not specifically designed to prepare the reader for the GED test, the seven books in this set build skills in the five major areas of the test. In the seven books are hundreds of exercises for students wishing to develop basic skills. Titles included in the set are Building basic skills in mathematics, Building basic skills in reading (2 books), Building basic skills in science, Building basic skills in social studies, and Building basic skills in writing (2 books).

Pre G E D series. Contemporary Books. Reading level: 5.0–7.9.

Set of six books designed as a first step to passing the High School Equivalency Test. Titles in the set include Pre G E D Mathematics and Problem Solving Skills (2 books), Pre G E D Critical Reading Skills, Pre G E D Science Skills, Pre G E D Social Studies Skills, and Pre G E D Writing and Language skills.

WRITING/GRAMMAR SKILLS

Basic English grammar, by Bonnie Walker. Media Materials, Inc., 1988. Reading level: 2.6.

A basic grammar text covering parts of speech and sentence structure.

Building real life English skills, by Carolyn Morton Starkey. National Textbook Company, 1984.

Reading and writing skills needed to function in daily life are stressed. Chapter topics include reading labels, getting a job (including sample resumes), using directories, following directions, etc. Punctuation, capitalization, and other grammatical skills are covered briefly in the last chapter.

Capitalization and punctuation make sense, by Arlene G. Clarke. Fearon Education, 1987. Reading level: 4.0–6.0.

A book of exercises, each teaching a seperate rule of punctuation. One of 5 titles in the Pacemaker Practical English Series.

Grammar makes sense, by Beverly A. Dietz. Fearon Education, 1987. Reading level: 4.0–6.0

A Book of exercises covering parts of speech and general principles of grammar. A reference guide is included in the back of the book listing rules of grammar, capitalization, and punctuation.

I wish I could write, by Joan Barasovska. New Readers Press, 1978.

A book intended for tutors and teachers of adult basic writing classes. Activities are designed to use a students creativity and imagination in expressing himself on paper. Some exercises in this book are appropriate for students with very limited skills.

In your own words volume 1 and 2, by Seymour Goldberg. Cambridge: The Adult Education Company, 1987.

Volume One covers sentence skills and Volume Two covers paragraph skills. Rather than emphasizing the memorization of grammatical rules, the instructional tasks focus on creating and aranging paragraphs.

Write all about it, by Andrea Leis. New Readers Press, 1986.

A writing skills workbook geared to students reading at least at a fifth grade level. Parts 1, 2, and 3 cover basic grammar and usage. Part 4 teaches how to write clearly, concisely, and objectively. Teacher's edition accompanies the workbook.

TUTOR RESOURCES/DICTIONARIES

Guidelines to teaching remedial reading, by Lillie Pope. Book-Lab, 1975.

A manual for basic reading tutors. Included in this book are commonly used word lists, guidelines to preparing a lesson, a discussion of goal setting, explanations of various tutoring techniques, etc.

I wish I could write, by Joan Barasovska. New Readers Press, 1978.

A book intended for tutors and teachers of adult basic writing classes. Activities are designed to use a students creativity and imagination in expressing himself on paper. Some exercises in this book are appropriate for students with very limited skills.

Primary dictionary series, by Amy Brown. Jove Books.

A series of four dictionaries that are intended for children, but adult literacy students may find them useful. The first book has 160 words and is heavily illustrated. The number of words increase and the number and size of the illustrations decrease with each successive book. The fourth book has 15,000 entries and has no illustrations.

Scott Foresman beginning dictionary, by E. L. Thorndike. Scott, Foresman and Company, 1988. Reading level: 3-5.

Large, hard bound dictionary,with 28,000 entries and 1100 illustrations (most in color). Intermediate (grades 5-8) and advanced (grade 7-12) dictionaries are also available from Scott, Foresman and Company.

Simon and Schusters illustrated young readers dictionary, by John Grisewood. Wanderer Books, 1984.

Although intended for children, the illustrations and definitions are not overtly childish. Entries frequently include illustrations and a sample sentence, and there are relatively few phonetic spellings and abbreviations.

Teach someone to read, by Nadine Rosenthal. Fearon Education, 1987.

A hand's on guide for reading tutors that is ideal for volunteer tutors. Included are a diagnostic test, explanations of tutor techniques, etc.

Tutor, by Ruth J. Colvin. Literacy Volunteers of America Inc., 1984.

A manual for volunteer reading tutors. Four basic tutor techniques are explained, and other topics relavent to volunteer tutors (such as goal setting, lesson planning, etc.) are discussed. Many helpful word lists are included in the back of the book.

Using language experience with adults, by Katherine Kennedy. New Readers Press, 1975.

The language experience technique is a tutoring technique that involves the student in developing reading material. This tutor/teacher guide explains the technique and how to adapt it to fit specific needs.

PUBLISHERS PROVIDING ADULT LITERACY MATERIALS

Addison-Wesley/Longman (Local contact)
3120 Lexington Lane
Highland Park, Illinois 60035
(312) 433-2829

Alemany Press
Division of Janus Book Publishers, Inc.
2501 Industrial Pkwy, Dept. PR62
Hayword, California 94545
1-800-227-2375
Marcia Taylor, local contact
1-800-345-3933

Audio Language Studies Inc.
One Columbia Drive
Niagra Falls, New York 14305
1-800-843-8056

ARCO Publishing, Inc.
Educational Division
215 Park Avenue South
New York, New York 10003
(212) 777-6300

Cambridge, The Adult Education Company
888 Seventh Avenue
New York, New York 10106
800-221-4764

Contemporary Books, Inc.
180 North Michigan Avenue
Chicago, Illinois 60601
(312) 782-9181

Curriculum Associates
5 Esquire Road
North Billerica, Massachusettes
01862-2589
1-800-225-0248
Jill Simons, Local contact
(312) 564-3617

Educational Activities, Inc.
P.O. Box 392
Freeport, New York 11520
1-800-645-3739
Barbara Neu, Local contact
(312) 985-8050

Educational Design, Inc.
47 West 13th Street
New York, New York 10011
1-800-221-9372
Carole Shulman, local contact
(312) 432-5654

Fearon Education
David S. Lake Publishers
19 Davis Drive
Belmont, California 94002
(415) 592-7810
Jim Marchant, local contact
1-800-373-3880 -

Globe Book Company
Simon & Schuster Secondary Education Group
190 Sylvan Avenue
Englewood Cliffs, New Jersey 07632

International Reading Association
800 Barksdale Road
P.O. Box 8139
Newark, Delaware 19714-8139
(302) 731-1600

Jamestown Publishers
Post Office Box 9168
Providence, Rhode Island 02940
1-800-USA-READ

Janus Books
Division of Janus Book Publishers
2501 Industrial Parkway West
Dept. BRECH
Hayward, California 94545
1-800-227-2375

Literacy Volunteers of
America, Inc. (LVA)
Widewaters One Office Building
5795 Widewaters Parkway
Syracuse, New York 13214
(315) 445-8000
Colleen Moroney, Local contact
(312) 848-8440

Learned and Tested,
The Education Company
P.O. Box 9960
San Antonio, Texas 78204-0960
1-800-634-0424
Mara Meyer, Local contact
(312) 940-9742

Media Materials
Department 890811
2936 Remington Avenue
Baltimore, Maryland 21211
1-800-638-1010
Loise Fields, Local contact
(312) 432-3067

National Textbook Company
A Division of NTC Publishing Group
4255 West Touhy Avenue
Lincolnwood, Illinois 60646-1975
(312) 679-5500

New Readers Press
Division of Laubach Literacy International
1320 Jamesville Avenue, Box 131
Syracuse, New York 13210
1-800-448-8878
Mary Woolwine, local contact
(312) 369-8826

Phoenix Learning Resources, Inc.
468 Park Avenue South
New York, New York 010016
(212) 684-5910

Raintree Publishers Inc.
310 West Wisconsin Avenue
Milwaukee, Wisconsin 53203
1-800-558-7264

Richards Publishing Company
P.O. Box 66
Phoenix, New York 13135
(315) 695-7261
(312)369-3490 (Local contact)

Scott, Foresman and Company
Lifelong Learning Division
1900 East Lake Avenue
Glenview, Illinois 60025
1-800-323-9501
Ted Lemen, Local contact
(312) 557-2475

Steck-Vaughn Company
P.O. Box 2028
Austin, Texas 78768
1-800-531-5015
Roseanne Mendoza, local contact
(312) 665-7991

BOOK DISTRIBUTERS PROVIDING ADULT LITERACY MATERIALS

Afro-Am Educational Materials
819 South Wabash Avenue
Chicago, Illinois 60605
(312) 922-1147

Lakeshore Curriculum Materials Co.
2695 E. Dominguez St.
P.O. Box 6261
Carson, California 90749
1-800-421-5354

PROGRAM DESIGN

North Austin Branch Library
Literacy Program

Gabrielle Strohschen

I. Program Design

As we discussed, word-of-mouth recruitment has proven to be most successful in community-based programs. Although publicity and public relations efforts are aimed at a pre-literate target population, basic fliers and a simple, 8 1/2 x 11, three-fold brochure may nevertheless be useful for recruitment. These instruments need to detail the mission, goals, and facts (what, when, why, where, who) of the program. It is important for these PR materials to bear a name and telephone number so that a sensitized, trained person at the library can be contacted directly. Such materials (which can be enhanced with up-dated inserts, new announcement fliers, etc.) are also useful when shared with area social service agencies, schools, churches and so forth with the intent of soliciting referrals.

A second approach to recruitment of both students and volunteers comes with outreach efforts through presentations, linking up with existing groups where community residents gather for a variety of purposes can mean support in a number of ways. Therefore, 15-20 minute presentations to church groups, clubs, service organizations, businesses, block clubs, parent groups, teachers, police officers, PA caseworkers etc. are useful. The idea is to raise awareness of a) the problem b) your efforts, and c) how each of those addressed can be part of your successful endeavor. This means you may want to address these groups with different expectation for results, i.e., volunteers, student referrals, donations, space, support for proposals, in-kind contributions, inclusion in their mailing list or newsletter, etc..

Thirdly, link up of centralized efforts of recruitment thorough
Study Unlimited, Anne Perks 738-7787
Chicago Lit. Coordinating Center
Illinois Literacy Hotline

Your area coalition.

Tasks

Develop flier and brochure
Develop a mail list of area agencies and groups
Draft correspondence
Make telephone calls to area groups and central groups
Train staff

2. In-take, testing, and Placement

Most important to the program will be the commitment and understanding your staff can give to it. Few pre-literate persons will prevail if they are "turned off" by your staff. Therefore, you need to prepare your staff with at least an orientation to the goals and details of the program and sensitize staff to handling inquiries for the program--from both students and volunteers.

Ideally anyone who calls or comes in can be put thorough to a person, who can help them in an informed and caring way. Needless to say, the first impression is of utmost importance. In-take should consist of a brief interview in a private and comfortable setting, a skills and need inventory, and a brief placement test. A basic form for each student is helpful to keep name, telephone numbers, address, contact person, reading level, interest, reason for coming, hours in program, outcomes, and results. You can keep track of matches/groups as well as collect reporting data with one simple form.

In a small program, 30-50 students, one staff person can manage to do intake, assessment, and placement and will know enough about each student to assign him/her with a matching volunteer. Once you have more participants, you may need more staff. At this point, however, you may want to train students/volunteers to handle intake and placement.

You need to have a starting date for small groups and an approximate date for 1-1 tutoring. You may want to set up groups for waiting students to come together for support groups and large "class" discussions/instruction once or twice a week.

While the intake goes on for students you need to develop your pool of volunteers. Although recruitment of both volunteers and students goes on simultaneously, you will probably get students immediately. Set up a starting date for training of volunteers right away and recruit for that. Volunteers, too, should be interviewed and understand clearly what is expected of them. A Volunteer Data Form is helpful for the same reasons as a form is for students. This one should include: name, telephone numbers, contact persons, address, occupation, education, interests, a brief, written statement of why he/she is volunteering, available hours/days to volunteer, etc..

Tasks

Train staff
Design student/volunteer form
Set-up a private space
*Research and select testing materials
*Develop and/or set up volunteer training workshop and advertise it.

3. Follow-Up

Basically, a student volunteer monitoring and support structure needs to be developed. You may choose a student advocate who helps students with support, referrals, motivation, etc.. Such a person can help get feed back for how well the program's efforts are received by students. Volunteers need the same kind of assistance in the form of a brief talk, a telephone call, a special workshop for more information on materials or strategies and so forth.

Periodic recognition events for both volunteers and students are very helpful for keeping spirits high. Those events are also excellent opportunities for publicity.

If you need to keep detailed records for follow-up reporting, use the forms from in-take for collecting data. Individual, matches, or class files can be organized to give you information quickly.

4. Structure

It has been a repeated finding in literacy programs that small group instruction is very effective. At the same time, 1-1 instruction is often preferred by first-time volunteers and students with very little literacy

skills. You may, therefore, have a structure that encompasses various forms.

One-on-one tutoring
Twice or three times each week
1.5 hours (or whatever is comfortable for the student)
Small group (3-7) students with 1 volunteer
Twice each week
1.5-2 hours each week

Weekly support/conversation group meetings with 1-2 facilitators

individual learning opportunities
(e.g. computer "lab" instruction availability of hi-low reading materials.

II. Content-Curriculum
and
III. Materials

I would need to have a better sense of the choice of structure and the level of students to give more details. Partially, curriculum can be designed <u>with</u> the volunteers and students to incorporate relevant materials. The focus is on real-life materials and subjects generated by students and volunteers in the context of their groupings.

Because there are effective methodologies and strategies, training is vital to a meaningful and relevant curriculum.
(see some suggestions under resources)

<u>Tasks</u>

Develop a list of commercial materials to be ordered
*Compile resource and reference materials
*Research and collect appropriate
materials
*Write a sequence of instruction/curriculum
*Train volunteers

IV. <u>Staffing</u>

With a small program of 30-50 students and 15-20 volunteers you need to count on at least one full-time staff or the equivalent. Training of all library staff is important.

Any training, research, or collecting of materials can be done with use of existing support groups to literacy and consultants to allow staff to concentrate on the "people-component" of the program. Support from the management will be essential to strengthen the efforts. Ideally, staff time could be devoted exclusively to the literacy program and not as an aside.

V. Resources

Technical Assistance

Literacy Volunteers of America, Inc.
848-8440

Chicago Literacy Coordinating Center

Study Unlimited

Northwest Educational Cooperative
803-3535

Literacy Providers Group
803-3535

Illinois Literacy Resource Development Project

Volunteer Recruitment

Chicago Literacy Hotline

Illinois Literacy Hotline

Local University/Colleges
- -Social Science Departments
- -Language

Arrange for internships for credit

American Bar Association

Altrusa